ABSTRACT

The present study was conducted to explore the teachers’ perspective of psychosocial problems of deaf students. Psychosocial problems were identified through the phenomenological account of 28 teachers who teach 8th, 9th and 10th grade deaf students with three years or more teaching experience. In the main study, Scale of Psychosocial Problems of Deaf Students was used along with demographic performa to look into the incidence of psychosocial problems in deaf students. On the basis of commonalities between items of the scale, four clusters were identified which included Anger, Academic Problems, Problems in Social Interaction and Others. More percentage of problems was reported by the teachers in the cluster of Problems in Social Interaction. Alpha coefficient of the scale indicated that internal consistency of the scale was significantly high. Teachers with different school types (government and private) were not significantly different on their reporting of psychosocial problems of deaf students. Teachers with more teaching experience were found to be different with teachers of less teaching experience in their reporting of psychosocial problems of deaf students. The results were further explained using two illustrative case studies.

Key words: Teachers’ perspective, psychosocial problems, deaf students